



ALSTON MIDDLE

500 Bryan Street
Summerville, South

| | | |
|-----------------------|-------------------|--------------|
| Grades | 6-8 Middle School | |
| Enrollment | 869 Students | |
| Principal | Sam Clark | 843-873-3890 |
| Superintendent | Joseph R. Pye | 843-873-2901 |
| Board Chair | Frances Townsend | 843-873-1341 |

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

| YEAR | ABSOLUTE RATING | GROWTH RATING |
|-------------|-----------------|---------------|
| 2010 | Good | Good |
| 2009 | Average | Average |
| 2008 | Average | Below Average |
| 2007 | Average | At-Risk |
| 2006 | Average | Average |

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2009-10 whose 2008-09 test scores were located

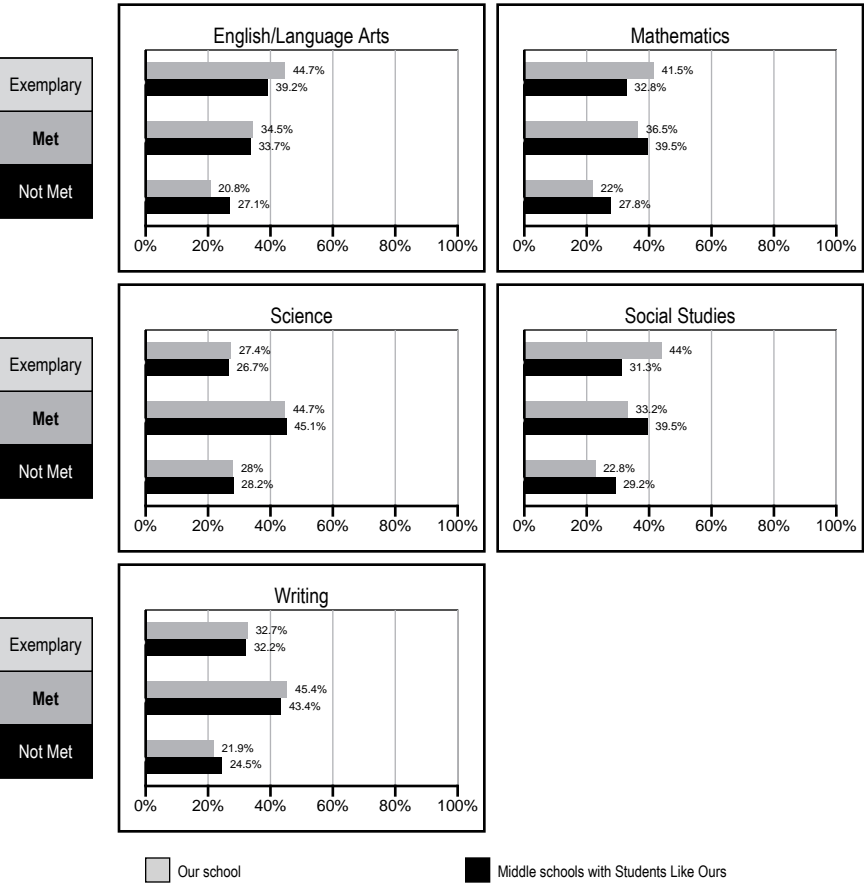
95.9%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

| | | | | |
|-----------|------|---------|---------------|---------|
| Excellent | Good | Average | Below Average | At-Risk |
| 4 | 16 | 29 | 0 | 1 |

* Ratings are calculated with data available by 03/09/2011.

Palmetto Assessment of State Standards (PASS)



* Middle schools with Students Like Ours are middle schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

| | |
|-----------|---|
| Exemplary | "Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard. |
| Met | "Met" means the student met the grade level standard. |
| Not Met | "Not Met" means that the student did not meet the grade level standard. |

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

End of Course Tests

| Percent of tests with scores of 70 or above on: | Our Middle School | Middle Schools with Students Like Ours |
|---|-------------------|--|
| Algebra 1/Math for the Technologies 2 | 100.0% | 96.9% |
| English 1 | 98.6% | 95.8% |
| Physical Science | N/A | 25.9% |
| US History and the Constitution | N/A | N/A |
| All Subjects | 99.2% | 95.3% |

School Profile

| | Our School | Change from Last Year | Middle Schools with Students Like Ours | Median Middle School |
|--|------------|-----------------------|--|----------------------|
| Students (n=869) | | | | |
| Students enrolled in high school credit courses (grades 7 & 8) | 51.7% | Up from 25.4% | 35.1% | 24.2% |
| Retention rate | 1.3% | Down from 3.4% | 0.7% | 0.7% |
| Attendance rate | 95.5% | Up from 95.3% | 95.9% | 95.9% |
| Eligible for gifted and talented | 15.9% | Up from 15.3% | 19.8% | 16.4% |
| With disabilities other than speech | 11.5% | Down from 12.1% | 11.8% | 12.0% |
| Older than usual for grade | 2.2% | Down from 3.4% | 2.0% | 2.2% |
| Out-of-school suspensions or expulsions for violent and/or criminal offenses | 1.0% | Down from 6.9% | 1.0% | 0.5% |
| Annual dropout rate | 0.2% | No Change | 0.0% | 0.0% |
| Teachers (n=56) | | | | |
| Teachers with advanced degrees | 58.9% | Up from 51.7% | 59.2% | 58.5% |
| Continuing contract teachers | 85.7% | Up from 63.3% | 82.9% | 80.0% |
| Teachers with emergency or provisional certificates | 3.8% | Down from 5.6% | 4.1% | 4.0% |
| Teachers returning from previous year | 75.8% | Up from 67.3% | 85.6% | 84.6% |
| Teacher attendance rate | 93.7% | Down from 93.9% | 95.6% | 95.4% |
| Average teacher salary* | \$44,208 | Up 0.6% | \$47,145 | \$46,561 |
| Professional development days/teacher | 8.4 days | Down from 8.7 days | 10.1 days | 10.2 days |
| School | | | | |
| Principal's years at school | 15.0 | Up from 14.0 | 4.0 | 4.0 |
| Student-teacher ratio in core subjects | 23.7 to 1 | Up from 21.9 to 1 | 22.1 to 1 | 21.1 to 1 |
| Prime instructional time | 87.5% | Down from 87.6% | 90.4% | 90.4% |
| Opportunities in the arts | Excellent | No Change | Good | Good |
| SACS accreditation | Yes | No Change | Yes | Yes |
| Parents attending conferences | 96.9% | Up from 96.4% | 98.6% | 98.1% |
| Character development program | Excellent | Up from Good | Good | Good |
| Dollars spent per pupil** | \$7,220 | Down 2.9% | \$7,217 | \$7,802 |
| Percent of expenditures for instruction** | 61.0% | Up from 59.0% | 64.3% | 63.8% |
| Percent of expenditures for teacher salaries** | 58.0% | Up from 53.3% | 60.4% | 60.0% |

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Report of Principal and School Improvement Council

Alston Middle School proudly serves more than 860 students with a teaching staff of 61 fully certified teachers. The mission of Alston Middle School is to provide every student with the skills necessary to become productive citizens. The pursuit of that mission is supported by outstanding parental and community involvement.

Our staff is focused on academic excellence and continuous improvement for every student. This year, our students participated in periodic, standards-based "benchmark" assessments in math, language arts, science, and social studies that provided data on each student's academic growth. The data from these assessments gave teachers information on skills that helped them challenge each student. Alston's parents are involved in a wide variety of activities that support our students such as volunteering, being a part of PTSA, School Improvement Council, or coaching athletic teams.

Alston's students continue to excel in academics, the arts, and athletics. Our academic teams compete in regional and state competitions such as Quest and Math Counts. An Alston 8th grader was the runner-up in the Lowcountry Math Counts, and another 8th grader was the runner-up in the Post and Courier's Spelling Bee. This year we had our first Robotics Team. An increasing number of Alston students take the PSAT and are recognized as "Duke Tip Scholars." Ten band students qualified for "All Region Band." Twenty-two of our orchestra students received Superior or Excellent at the state level. Chorus, theater arts, and visual arts students collaborated in producing "Willy Wonka and the Chocolate Factory." A 7th grade student was the state's "Entrepreneur of the Year." The Tiger Football and Basketball Teams won the District Two Championship, while all of our other teams posted winning records.

Service to the community is an important aspect of our school. Our staff had the largest increase among Dorchester Two's middle schools in support of the Trident United Way, and our students set contribution records in the Heart Association's "Hoops for the Heart." One of our counselors received "The Heart Award" from the SC Commission on Higher Education for developing the Alston Leadership Program and the Aesthetically Green Environmental Students (AGES) recycling club. A 6th grade student was recognized as the state's "Recycler of the Year."

Alston continues to pursue "Adequate Yearly Progress" as established by No Child Left Behind. Our plan for meeting those goals includes continued use of common assessments to measure student learning, use of the "Inclusion Model" of scheduling students with special needs, use of the "Voyager" program to support students who are served in resource classes, use of our "Compass" computer labs to help with differentiated instruction, and use of the Professional Learning Communities planning sessions for improving and maintaining our focus on student learning.

Sam Clark, Principal
Rene Seith, SIC Chair

Evaluations by Teachers, Students and Parents

| | Teachers | Students* | Parents* |
|--|-----------------|------------------|-----------------|
| Number of surveys returned | 59 | 237 | 112 |
| Percent satisfied with learning environment | 91.2% | 83.9% | 83.8% |
| Percent satisfied with social and physical environment | 94.9% | 85.7% | 85.6% |
| Percent satisfied with school-home relations | 84.7% | 88.6% | 80.6% |

* Only students at the highest middle school grade level and their parents were included.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Adequate Yearly Progress

NO

This school met 19 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

| School Improvement Key | |
|------------------------|---|
| NI | Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice. |
| CSI | Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services. |
| CA | Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action. |
| RP | Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan. |
| R | Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services. |
| DELAY | The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay." |
| HOLD | The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold." |

Teacher Quality and Student Attendance

| | Our District | State |
|---|--------------|-------|
| Classes in low poverty schools not taught by highly qualified teachers | 0.6% | 1.9% |
| Classes in high poverty schools not taught by highly qualified teachers | N/A | 5.6% |

| | Our School | State Objective | Met State Objective |
|---|------------|-----------------|---------------------|
| Classes not taught by highly qualified teachers | 0.7% | 0.0% | No |
| Student attendance rate | 95.5% | 94.0%* | Yes |

* Or greater than last year

| PASS Performance By Group | | | | | | | | | | |
|--|-------------------------------|----------|-----------|-------|-------------|----------------------------|------------------------------|---------------------------|---------------------------|-----------------------------|
| | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | School % Met or Exemplary* | District % Met or Exemplary* | State % Met or Exemplary* | Performance Objective Met | Participation Objective Met |
| English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary) | | | | | | | | | | |
| All Students | 845 | 99.8 | 22.5 | 35.1 | 42.4 | 84.7 | 89.1 | 83.5 | Yes | Yes |
| Gender | | | | | | | | | | |
| Male | 431 | 100 | 23.8 | 34.5 | 41.7 | 82.4 | 86.1 | 80.1 | N/A | N/A |
| Female | 414 | 99.5 | 21.2 | 35.7 | 43.1 | 87 | 92.1 | 87 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | | |
| White | 502 | 100 | 14.5 | 32.8 | 52.7 | 91.2 | 93 | 89.6 | Yes | Yes |
| African American | 302 | 99.3 | 35.4 | 39.6 | 25 | 73.6 | 81.6 | 74.6 | Yes | Yes |
| Asian/Pacific Islander | 15 | 100 | 6.7 | 33.3 | 60 | 93.3 | 94.5 | 92.7 | I/S | I/S |
| Hispanic | 21 | 100 | 52.6 | 21.1 | 26.3 | 73.7 | 84.1 | 79.6 | I/S | I/S |
| American Indian/Alaskan | 5 | I/S | I/S | I/S | I/S | I/S | 95.8 | 85.1 | I/S | I/S |
| Disability Status | | | | | | | | | | |
| Disabled | 102 | 99 | 65.9 | 25.3 | 8.8 | 44 | 57.3 | 51.7 | No | Yes |
| Migrant Status | | | | | | | | | | |
| Migrant | 0 | N/A | N/A | N/A | N/A | N/A | N/A | 69.5 | N/A | N/A |
| English Proficiency | | | | | | | | | | |
| Limited English Proficient | 12 | 100 | 38.5 | 23.1 | 38.5 | 84.6 | 82.1 | 79 | I/S | I/S |
| Socio-Economic Status | | | | | | | | | | |
| Subsidized meals | 395 | 99.8 | 35.6 | 34.8 | 29.6 | 75.1 | 83.1 | 76.9 | Yes | Yes |
| Mathematics - State Performance Objective = 57.8% (Met or Exemplary) | | | | | | | | | | |
| All Students | 845 | 99.8 | 24.2 | 38.7 | 37.1 | 84.8 | 87.2 | 80.4 | Yes | Yes |
| Gender | | | | | | | | | | |
| Male | 431 | 100 | 23.8 | 37.5 | 38.7 | 84.1 | 85.5 | 78.4 | N/A | N/A |
| Female | 414 | 99.5 | 24.5 | 40.1 | 35.5 | 85.5 | 88.9 | 82.5 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | | |
| White | 502 | 100 | 14.5 | 38.4 | 47.1 | 91.2 | 92 | 87.8 | Yes | Yes |
| African American | 302 | 99.3 | 40 | 41.8 | 18.2 | 74.3 | 77.5 | 69.3 | Yes | Yes |
| Asian/Pacific Islander | 15 | 100 | 13.3 | 26.7 | 60 | 100 | 94.5 | 93.5 | I/S | I/S |
| Hispanic | 21 | 100 | 47.4 | 15.8 | 36.8 | 63.2 | 86.1 | 78.3 | I/S | I/S |
| American Indian/Alaskan | 5 | I/S | I/S | I/S | I/S | I/S | 93.1 | 83.2 | I/S | I/S |
| Disability Status | | | | | | | | | | |
| Disabled | 102 | 99 | 70.3 | 26.4 | 3.3 | 42.9 | 55 | 46.1 | No | Yes |
| Migrant Status | | | | | | | | | | |
| Migrant | 0 | N/A | N/A | N/A | N/A | N/A | N/A | 71.4 | N/A | N/A |
| English Proficiency | | | | | | | | | | |
| Limited English Proficient | 12 | 100 | 46.2 | 7.7 | 46.2 | 61.5 | 86.8 | 78.9 | I/S | I/S |
| Socio-Economic Status | | | | | | | | | | |
| Subsidized meals | 395 | 99.8 | 37.6 | 38.4 | 24 | 74.3 | 80.3 | 72.8 | Yes | Yes |

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

PASS Performance By Group

| | Enrolment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | School % Met or Exemplary | District % Met or Exemplary | State % Met or Exemplary |
|------------------------------|---------------------------------|----------|-----------|-------|-------------|------------------------------|--------------------------------|-----------------------------|
| Science | | | | | | | | |
| All Students | 551 | 99.5 | 28.3 | 44.4 | 27.3 | 71.7 | 74.7 | 67.3 |
| Gender | | | | | | | | |
| Male | 282 | 99.7 | 26.2 | 39.5 | 34.2 | 73.8 | 74.2 | 66.9 |
| Female | 269 | 99.3 | 30.4 | 49.4 | 20.2 | 69.6 | 75.3 | 67.7 |
| Racial/Ethnic Group | | | | | | | | |
| White | 318 | 99.1 | 17.9 | 45.3 | 36.8 | 82.1 | 84.1 | 79.6 |
| African American | 205 | 100 | 44.3 | 43.8 | 12 | 55.7 | 56.5 | 49.7 |
| Asian/Pacific Islander | 12 | 100 | 16.7 | 58.3 | 25 | 83.3 | 90.4 | 84.4 |
| Hispanic | 12 | 100 | 50 | 25 | 25 | 50 | 69 | 59.4 |
| American Indian/Alaskan | 4 | I/S | I/S | I/S | I/S | I/S | 80.8 | 69.5 |
| Disability Status | | | | | | | | |
| Disabled | 63 | 98.4 | 73.2 | 23.2 | 3.6 | 26.8 | 39.4 | 33.8 |
| Migrant Status | | | | | | | | |
| Migrant | 0 | N/A | N/A | N/A | N/A | N/A | N/A | 36.5 |
| English Proficiency | | | | | | | | |
| Limited English Proficient | 7 | I/S | I/S | I/S | I/S | I/S | 58.5 | 58.6 |
| Socio-Economic Status | | | | | | | | |
| Subsidized meals | 267 | 99.6 | 41.9 | 41.1 | 17.1 | 58.1 | 61.8 | 55.4 |

Social Studies

| | | | | | | | | |
|------------------------------|-----|------|------|------|------|------|------|------|
| All Students | 550 | 98.9 | 22.8 | 33.2 | 44 | 77.2 | 78.8 | 70.9 |
| Gender | | | | | | | | |
| Male | 286 | 98.6 | 22.2 | 28.7 | 49 | 77.8 | 77.8 | 70.1 |
| Female | 264 | 99.2 | 23.4 | 37.9 | 38.7 | 76.6 | 79.8 | 71.7 |
| Racial/Ethnic Group | | | | | | | | |
| White | 330 | 99.1 | 14.2 | 32.4 | 53.4 | 85.8 | 84.6 | 79.2 |
| African American | 194 | 98.5 | 37.5 | 34.1 | 28.4 | 62.5 | 67.5 | 58.4 |
| Asian/Pacific Islander | 8 | I/S | I/S | I/S | I/S | I/S | 90.1 | 86.8 |
| Hispanic | 15 | 100 | 46.2 | 38.5 | 15.4 | 53.8 | 74.4 | 68 |
| American Indian/Alaskan | 3 | I/S | I/S | I/S | I/S | I/S | 82.5 | 71.2 |
| Disability Status | | | | | | | | |
| Disabled | 68 | 98.5 | 60 | 30 | 10 | 40 | 44.2 | 39.3 |
| Migrant Status | | | | | | | | |
| Migrant | 0 | N/A | N/A | N/A | N/A | N/A | N/A | 55 |
| English Proficiency | | | | | | | | |
| Limited English Proficient | 8 | I/S | I/S | I/S | I/S | I/S | 69.1 | 68 |
| Socio-Economic Status | | | | | | | | |
| Subsidized meals | 255 | 98.8 | 37.3 | 35.5 | 27.2 | 62.7 | 69.2 | 60.8 |

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

| | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | School % Met or Exemplary | District % Met or Exemplary | State % Met or Exemplary | School Attendance Rate | District Attendance Rate |
|----------------------------|----------------------------------|----------|-----------|-------|-------------|------------------------------|--------------------------------|-----------------------------|---------------------------|-----------------------------|
| Writing | | | | | | | | | | |
| All Students | 860 | 98.3 | 21.6 | 45.5 | 32.8 | 78.4 | 82.9 | 72.1 | 95.5 | 96 |
| Gender | | | | | | | | | | |
| Male | 441 | 98.2 | 26.4 | 45.9 | 27.7 | 73.6 | 77.4 | 65.2 | 95.2 | 96 |
| Female | 419 | 98.3 | 16.7 | 45.1 | 38.2 | 83.3 | 88.6 | 79.2 | 95.7 | 96.1 |
| Racial/Ethnic Group | | | | | | | | | | |
| White | 507 | 98.6 | 14.7 | 44.4 | 40.8 | 85.3 | 88.2 | 80.8 | 95.4 | 95.8 |
| African American | 311 | 97.8 | 32.3 | 47.9 | 19.9 | 67.7 | 73.1 | 59.7 | 95.7 | 96.4 |
| Asian/Pacific Islander | 15 | 100 | 13.3 | 40 | 46.7 | 86.7 | 90.5 | 87 | 95.5 | 97 |
| Hispanic | 21 | 95.2 | 50 | 44.4 | 5.6 | 50 | 75.2 | 64.6 | 94.1 | 96.1 |
| American Indian/Alaskan | 6 | I/S | I/S | I/S | I/S | I/S | 90.1 | 73.4 | 94.8 | 95.5 |
| Disability Status | | | | | | | | | | |
| Disabled | 99 | 87.9 | 70 | 26.3 | 3.8 | 30 | 37.7 | 27.7 | 94 | 95 |
| Migrant Status | | | | | | | | | | |
| Migrant | N/A | N/AV | N/A | N/A | N/A | N/A | N/A | 63.5 | N/A | N/A |
| English Proficiency | | | | | | | | | | |
| Limited English Proficient | 11 | 100 | 46.2 | 38.5 | 15.4 | 53.8 | 71.4 | 63.7 | 95 | 96.5 |
| Socio-Economic Status | | | | | | | | | | |
| Subsidized meals | 400 | 97.8 | 30.4 | 47.9 | 21.7 | 69.6 | 74.1 | 61.9 | 94.9 | 95.5 |

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Grade Level

| | Grade | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | % Met or Exemplary |
|-----------------------|-------|----------------------------------|----------|-----------|-------|-------------|-----------------------|
| English/Language Arts | | | | | | | |
| 2009 | 3 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 4 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 5 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 6 | 282 | 100 | 22.9 | 41.6 | 35.5 | 77.1 |
| | 7 | 300 | 100 | 24.6 | 38.4 | 37 | 75.4 |
| | 8 | 282 | 99.7 | 26.4 | 39.1 | 34.5 | 73.6 |
| 2010 | 3 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 4 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 5 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 6 | 294 | 100 | 22.4 | 37.7 | 39.9 | 77.6 |
| | 7 | 258 | 99.6 | 25.2 | 37.8 | 37 | 74.8 |
| | 8 | 293 | 99.7 | 20.3 | 30.1 | 49.6 | 79.7 |
| Mathematics | | | | | | | |
| 2009 | 3 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 4 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 5 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 6 | 282 | 100 | 28.2 | 41.6 | 30.2 | 71.8 |
| | 7 | 300 | 100 | 27.8 | 44.1 | 28.1 | 72.2 |
| | 8 | 282 | 99.7 | 32.2 | 38 | 29.8 | 67.8 |
| 2010 | 3 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 4 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 5 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 6 | 294 | 100 | 25.3 | 36.7 | 38.1 | 74.7 |
| | 7 | 258 | 99.6 | 26.9 | 38.7 | 34.5 | 73.1 |
| | 8 | 293 | 99.7 | 20.7 | 40.9 | 38.4 | 79.3 |
| Science | | | | | | | |
| 2009 | 3 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 4 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 5 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 6 | 144 | 99.3 | 29.3 | 55.6 | 15 | 70.7 |
| | 7 | 297 | 100 | 19.4 | 47.8 | 32.7 | 80.6 |
| | 8 | 139 | 100 | 38.6 | 34.6 | 26.8 | 61.4 |
| 2010 | 3 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 4 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 5 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 6 | 148 | 99.3 | 39 | 44 | 17 | 61 |
| | 7 | 256 | 100 | 21.9 | 49.4 | 28.7 | 78.1 |
| | 8 | 147 | 98.6 | 28.3 | 36.2 | 35.5 | 71.7 |

Abbreviations for Missing Data

N/A--Not Applicable

N/AV--Not Available

N/C--Not Collected

N/R--Not Reported

I/S--Insufficient Sample

PASS Performance By Grade Level

| | Grade | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | % Met or Exemplary |
|----------------|-------|----------------------------------|----------|-----------|-------|-------------|-----------------------|
| Social Studies | | | | | | | |
| 2009 | 3 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 4 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 5 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 6 | 140 | 100 | 18.5 | 55.4 | 26.2 | 81.5 |
| | 7 | 298 | 100 | 31.4 | 31.8 | 36.8 | 68.6 |
| | 8 | 142 | 100 | 25.2 | 40.5 | 34.4 | 74.8 |
| 2010 | 3 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 4 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 5 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 6 | 148 | 99.3 | 15.7 | 41.4 | 42.9 | 84.3 |
| | 7 | 257 | 100 | 29 | 27.7 | 43.3 | 71 |
| | 8 | 145 | 96.6 | 19.1 | 34.4 | 46.6 | 80.9 |
| Writing | | | | | | | |
| 2009 | 3 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 4 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 5 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 6 | 280 | 98.2 | 20.2 | 42.2 | 37.6 | 79.8 |
| | 7 | 303 | 97.4 | 21.3 | 41.5 | 37.2 | 78.7 |
| | 8 | 277 | 99.3 | 27 | 44.4 | 28.6 | 73 |
| 2010 | 3 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 4 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 5 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 6 | 297 | 96.6 | 20.9 | 46.8 | 32.4 | 79.1 |
| | 7 | 261 | 98.9 | 27.8 | 43 | 29.1 | 72.2 |
| | 8 | 302 | 99.3 | 17.1 | 46.4 | 36.4 | 82.9 |

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample